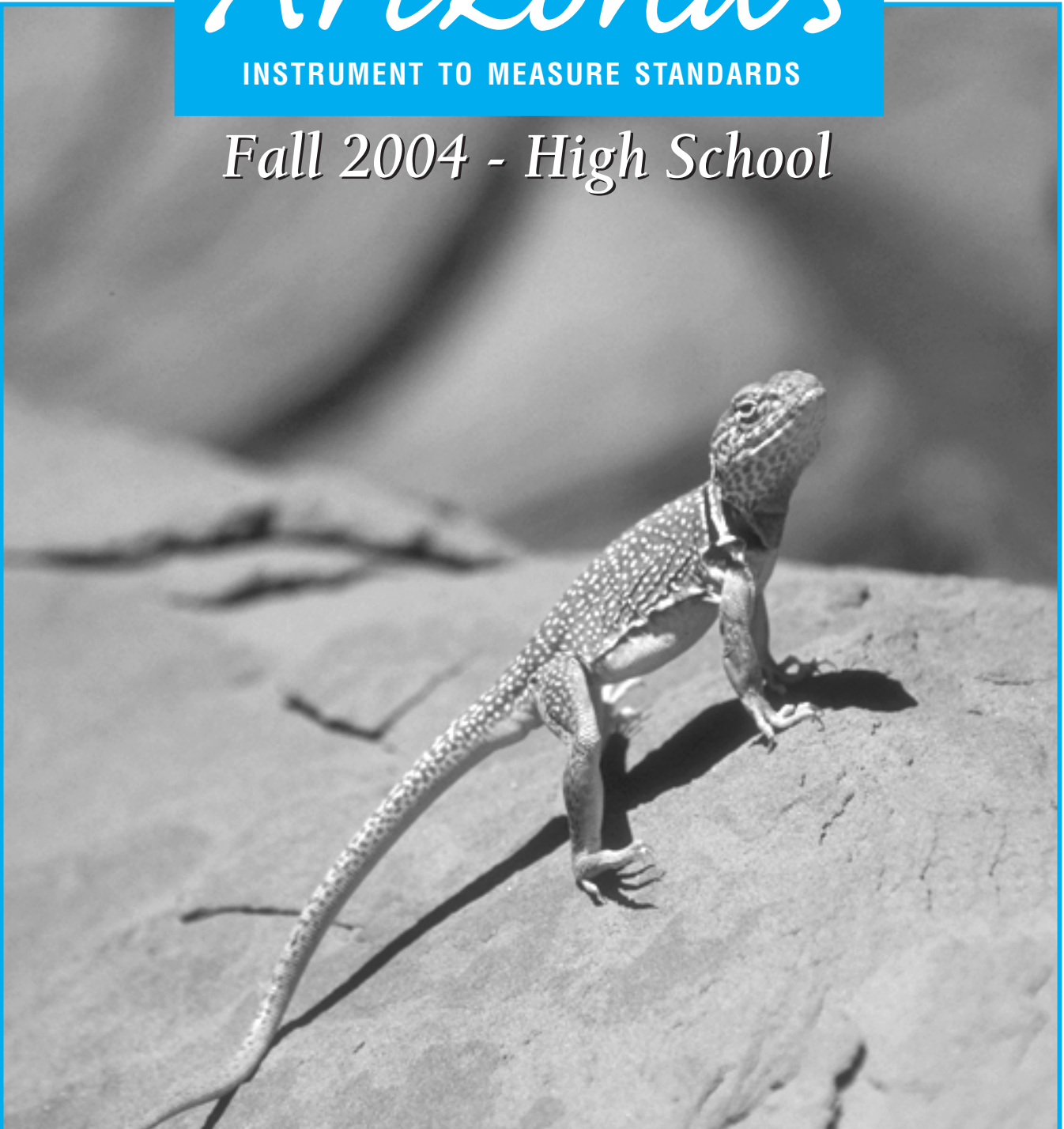


# *Arizona's*

INSTRUMENT TO MEASURE STANDARDS

*Fall 2004 - High School*



*Test Coordinator's Manual*

 **Harcourt**

999-8095-97-2

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**INTRODUCTION**

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*Arizona's Instrument to Measure Standards* (AIMS) measures what students know and are able to do in writing, reading and mathematics as presented in the *Arizona Academic Standards*. The test that your students are about to take will provide valuable information for students and schools. Students will receive specific information detailing their progress toward acquiring the writing, reading and mathematics standards. Schools will receive valuable information on students' progress that can be used to correct weaknesses in their curriculum and instruction strategies.

It is important that the directions for administration included in this manual and the *Directions for Administering* are explicitly followed and that students make an honest effort to demonstrate their ability. **TEST COORDINATORS MUST ARRANGE TO USE BOTH THIS TEST COORDINATOR'S MANUAL AND THE DIRECTIONS FOR ADMINISTERING FOR THE READING/WRITING AND FOR THE MATHEMATICS TESTS.**

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**SECURITY**

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The following is State Board Rule R7-2-310.B, C and D concerning test security:

- B. The superintendent or head of district shall be responsible for:
1. Providing school district enrollment data to the Department of Education annually for the purposes of test material distribution.
  2. Verifying the count of test materials received and distributing the test materials to each school in the district.
  3. Securing the test materials prior to distribution to pupils or persons administering the tests at the time of testing, as well as after the time of testing. Test materials shall be kept in locked storage.
  4. Advising all district employees that the test materials are not to be reproduced in any manner.
  5. Familiarizing each person who will administer the test with the test publisher's directions for administering the test, the timing of the test and the testing schedule. This is to be accomplished through meetings which shall not be held prior to one week before the first day of testing. At the conclusion of each such meeting, all test materials are to be collected and returned to locked storage.
  6. Distributing actual test materials to persons administering the tests on the day of testing.
  7. Training persons administering the tests on how to properly complete the identification information on the test booklet/answer sheet and how to code the information required on the variables being collected pursuant to A.R.S. 15-741, et seq.
  8. Properly packaging all test booklets and answer sheets which are to be scored by the scoring contractor. Packaging shall comply with instructions furnished by the scoring contractor or the Department of Education.

# TEST COORDINATOR'S MANUAL

9. Forwarding all tests/answer sheets to be scored to the scoring contractor per instructions. Test booklets and answer sheets for the entire district should be forwarded in one shipment.
  10. **Please note that AIMS materials are not reusable and MUST be returned to the Harcourt Assessment Scoring Center after testing is complete, except for the Test Coordinator's Manual & Directions for Administering which are to be used for and returned after the Mathematics administration.**
  11. Immediately reporting to the Department of Education any losses of test materials or other irregularities.
  12. The superintendent or head of district may designate a testing coordinator to act on his behalf.
- C. Persons designated by the superintendent or head of district to administer the test shall:
1. Keep all test materials in locked storage.
  2. Not reproduce any test materials in any manner.
  3. Not disclose any actual test items to pupils prior to testing.
  4. Not provide answers of any test items to any pupils.
  5. Follow as closely as possible the test publisher's suggested time periods in order to maintain uniformity in test administration. The AIMS test is an untimed test.
  6. Follow directions for administering the test explicitly. No test item may be repeated unless otherwise indicated in the *High School Directions for Administering*.
  7. Not change a pupil's answer.
  8. Follow instructions contained in this manual for packing scorable and non-scorable materials.
  9. Return all test materials to the superintendent or head of district immediately upon completion of testing.
- D. All violations of this rule shall be referred by the superintendent or head of district to the State Superintendent of Public Instruction for appropriate action.

It is important to keep in mind that any breach of security, loss of materials, failure to account for materials, or any other deviation from acceptable security procedures shall be reported immediately to the principal, district or charter school test coordinator and the state level test coordinator. Depending on the severity of the breach, it may result in disciplinary action including, but not limited to, a letter of reprimand, suspension with pay, suspension without pay, dismissal or certificate revocation. AIMS materials are protected by a copyright and must NOT be copied for any reason.

**FALL 2004**

<b>TEST LEVELS</b>	
<b>Level</b>	<b>AIMS</b>
High School	Reading
High School	Writing
High School	Mathematics

*Figure 1: Test Levels*

<b>SCHEDULE OF IMPORTANT DATES</b>	
<b>Events</b>	<b>Reading/Writing and Mathematics</b>
Test Materials Delivered to Districts	October 12–15
Deadline for Additional Material Requests to Harcourt Assessment, Inc.	October 19
Test Administration Dates	Reading – October 26 Writing – October 27 Mathematics – October 28
Make-up Dates for Schools on Intersession during the October 26–28 Administration	Reading – November 2 Writing – November 3 Mathematics – November 4
Deadline to Schedule Pick-Up of Scorable Answer Documents and Test Booklets for Eagle	October 26–28 Administration — November 1–3 November 2–4 Administration — November 5–8
Return of Materials to be Scored to Harcourt Assessment Scoring Center	<i>Eagle Pick-up by:</i> October 26–28 Administration — November 3 November 2–4 Administration — November 8
Final Date for Materials to be Received by Harcourt Assessment, Inc.	October 26–28 Administration — November 5 November 2–4 Administration — November 10
Score Reports Due in District *	High School Roster Reports – December 15 District CD & Paper Reports – January 3

*Figure 2: Schedule of Important Dates*

\* Harcourt Assessment has agreed to produce reports for high school students and to deliver them to districts and charter schools within 35 working days (47 calendar days) from the date that all scorable materials arrive at the Scoring Center.

For Harcourt and ADE to meet the above timelines for the return of materials, we need your help in the following areas.

1. Reduce the number of alerts by following the directions for the return of materials.
2. Be sure that the SSID sheets and Master File sheets are properly completed.
3. Return all testing materials to the scoring center on time (October 26–28 Administration — November 5; November 2–4 Administration — November 10).

# TEST COORDINATOR'S MANUAL

## DISTRICT/CHARTER HOLDER TEST COORDINATOR'S RESPONSIBILITIES

As the District/Charter Holder Test Coordinator, your primary responsibilities are to organize and implement the activities necessary to conduct testing in the schools and to act as a liaison between test administrators, the Arizona Department of Education (ADE) and Harcourt Assessment, Inc. Your responsibilities include:

### Pre-test Responsibilities

- scheduling testing activities within the district or charter schools;
- communicating the schedule to test administrators;
- providing training to test administrators on testing procedures;
- working with the test administrators to select appropriate classrooms or other sites within the school where testing will take place;
- following up on questions from test administrators by contacting either Harcourt or the ADE;
- receiving materials from Harcourt;
- checking in materials to ensure that shipments are complete;
- distributing materials to test administrators;
- implementing and maintaining security procedures within the district and school(s);
- communicating security procedures and responsibilities to test administrators;
- inventorying and ordering extra testing materials, if needed;
- providing instructions regarding the use of the SAIS I.D. Number, completion of the student demographic pages on the answer document; and
- arranging for a supply of dictionaries and thesauri to be in the testing room during the administration of the extended response portion of the writing test (dictionaries and thesauri can be used on the extended response writing item ONLY).

### During Test Responsibilities

- monitoring assessment activities.

All test booklets and answer documents must be collected, counted, and returned to locked storage between the Reading/Writing and Mathematics tests.

### Post-test Responsibilities

- scheduling pick-up of materials with Eagle as instructed;
- receiving and securing all test materials from test administrators;
- organizing and preparing scorable and non-scorable documents for separate shipping to Harcourt;
- ensuring ALL materials are shipped back to Harcourt by the established due date; and



- returning all Directions for Administering and Test Coordinator's Manuals after the administration of the Mathematics test.

Test Coordinators can take on other responsibilities as the need arises with the district or charter school.

## **SCHEDULING TEST ADMINISTRATION**

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Testing activities are to be conducted as follows:

**Tuesday, October 26, 2004 — Reading**  
**Wednesday, October 27, 2004 — Writing**  
**Thursday, October 28, 2004 — Mathematics**

District/Charter Holder Test Coordinators should establish the testing schedule in advance and communicate testing dates to test administrators, students, and parents.

If your school or district is on Intersession during the designated make-up dates, students may sit for a make-up exam on the following dates:

**Tuesday, November 2, 2004 — Reading**  
**Wednesday, November 3, 2004 — Writing**  
**Thursday, November 4, 2004 — Mathematics**

## **Estimated Time Required**

The following are **approximate times** needed to administer AIMS. This estimate includes time to distribute materials to students, complete student information on answer documents, read directions, and collect and inventory materials at the end of the testing session.

**Reading — 2 hours**  
**Writing — 1.5 hours**  
**Mathematics — 2 hours**

**AIMS is not a timed test.** Students are to be given an opportunity to answer all test questions. Arrangements **MUST** be made to allow for additional time for students who need more time to complete the test. This must be done during the same testing session. Again, these are **NOT** timed tests.

Students should be instructed to bring personal reading materials or class work that they can do if they finish prior to the end of the testing session.

# TEST COORDINATOR'S MANUAL

## TEST SETTING

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Arrangements for testing rooms and seating should be completed well in advance of administering the test. In most cases, the students' regular classroom will provide the most favorable testing environment. However, any room that does not crowd students and provides good lighting, adequate ventilation, and freedom from excessive noise or interruption could be considered for testing. Seating should be arranged to provide students with comfortable seats and a smooth, hard writing surface large enough to accommodate a folded test booklet and an answer document. Seating should be arranged so that students are not tempted to look at the answers of others.

A test administrator is needed in each testing room to read the directions and monitor students. Depending on the number of students in each room, additional personnel (proctors) may be needed.

The test administrator and proctors should:

- make sure that each Answer Document has a SAIS number;
- count test booklets and verify that correct totals are received from the coordinator;
- become familiar with the manual and test administration procedures prior to testing;
- distribute and collect materials;
- maintain test booklet security;
- answer questions regarding directions;
- ensure students have the proper testing materials and are marking their responses properly;
- complete special coding on student answer documents, if applicable; and
- check that students are responding in the appropriate sections of their answer documents and are doing individual work.

Test administrators and proctors should understand the difference between helping students who do not understand the directions and helping students with their responses.

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**STUDENTS TO BE TESTED/NOT TESTED**

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Grade 11 and 12 students who have not yet met the standard on any of the subtests must retake that subtest. Only students whose current Individualized Education Programs (IEPs) exclude them from participating in high school AIMS should be excluded from testing (1 percent of the student population). An alternate state assessment (AIMS-A) is available for excluded students with significant disabilities. Special education students who have significant cognitive disabilities can use an out-of-level test to assess proficiency of alternate standards if required in the student's IEP. Refer to the Special Education guidelines found on the Arizona Department of Education's website ([www.ade.az.gov](http://www.ade.az.gov)) for additional information.

**WHAT ARE STANDARD ACCOMMODATIONS AND NON-STANDARD ACCOMMODATIONS?**

Standard and non-standard accommodations are available to special education students. Students covered by Section 504 of the Rehabilitation Act and English learners are eligible for standard accommodations. Refer to "Administration of AIMS to Students with Disabilities" and "Guidelines for the Administration of AIMS to English Learners" on the Department's website at [www.ade.az.gov](http://www.ade.az.gov).

**Standard Accommodations** are provisions made in how a student accesses and demonstrates learning. These do not substantially change the instructional level, the content, or the performance criteria. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known. Standard accommodations are changes in the routine conditions under which students take AIMS, and involve changes in:

- **Timing or scheduling of the test.** For example, administration of the test in short intervals or at a time of day that takes into account student's medical needs.
- **Test setting.** For example, administration of the test individually or in a small group setting, under special lighting, or special furniture.
- **Test presentation.** For example, test questions presented in large print or Braille, repeated directions, or explanation of directions.
- **How the student responds to test questions.** For example, the student dictates his or her responses to the test administrator, tape records, scribes, or points to the answer on the Reading and Mathematics portions of the test.

Standard accommodations must not alter the content of the test or provide inappropriate assistance to the student within the context of the test. The accommodations used in test administration should be similar to accommodations required by the student during instruction. Standard accommodations **do not** require an entry in column "J" in the "Other Information" section on the AIMS answer documents.

## TEST COORDINATOR'S MANUAL

**Non-standard Accommodations** reflect changes in the test administration that affect standardization and, thus, the comparability of scores, and may also involve substantial changes in what a student is expected to learn and to demonstrate. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities. IEP teams should exercise caution in considering whether a student requires a non-standard accommodation in order to access the test. A non-standard test accommodation must be identified by a student's IEP team and parents must be notified and the provided accommodation explained. Non-standard accommodations should only be provided to students with disabilities as stated in the IEP when they meet both of the following criteria:

- the accommodations are already provided during routine instruction and assessment in this subject area (both before and after the statewide test is administered); and
- no other means of access allows the student to meaningfully participate in AIMS.

Non-standard accommodations require an entry in column "J" in the "Other Information" section on the appropriate AIMS answer documents. The following are examples of non-standard accommodations that may be used in the administration of AIMS:

- reading aloud the reading portion of the test to a student (readers may not clarify, elaborate, or provide assistance to the student);
- allowing a student to dictate to a scribe for the writing portion of the test.
- allowing a student to use a spell or grammar checking device or predict-ahead technology when using a word processor for the writing portion of the test.
- allowing a student to use a calculator, number chart, tables, or manipulative on the Mathematics portion of AIMS (Note: The use of an abacus by a student who is blind is considered a standard accommodation).

The non-standard accommodations require an entry in column "J" in the OTHER INFORMATION section on the answer document. Again, the non-standard accommodations used in test administration **MUST BE REQUIRED IN THE STUDENT'S IEP** and must correspond to non-standard accommodations required for the student during classroom instruction. Please see "Administration of AIMS and SAT 9 to Students with Disabilities" at [www.ade.az.gov](http://www.ade.az.gov) for additional guidance for non-standard accommodations.

### Limited English Proficient (LEP) Students

A school district shall not exempt pupils who are limited English proficient from AIMS. However, LEP students may be provided certain accommodations during the administration of AIMS for three consecutive school years. The first year of the exemption is the first academic year in which the student is enrolled in a school district in the state, grade one and above.

The assessment accommodations available for eligible LEP students are:

**Reading and Writing**

- provide a translation dictionary;
- reread directions for each page;
- simplify language in directions;
- administer the test individually in a separate location; and
- administer the test in a small group.

**Mathematics**

- provide for an interpreter for High School AIMS Mathematics;
- translate the items verbatim;
- provide translation dictionary;
- administer test individually in separate location;
- administer the test in a small group;
- reread directions for each page.

**Grid Special Program Membership**

Test administrators or test coordinators are responsible for identifying student participation in special programs (Title I, Migrant, and Gifted). Even if a student has a printed label, this information must be gridded.

**SPECIAL CODING AND "OTHER INFORMATION" ON AIMS ANSWER DOCUMENTS**

Test Administrators or Test Coordinators are responsible for completing the coding required in the "J" column in the "OTHER INFORMATION" field of the identification grid on the student answer document when a non-standard accommodation is implemented. Coding in the "OTHER INFORMATION" section of the student answer document pertains only to students who have received these significant accommodations during the administration of an AIMS subtest, are home schooled, or are special education students.

Columns "A" through "H" are for district use. District/Charter Holder Test Coordinators are responsible for instructing test administrators in the use of these fields. Harcourt will report these numbers, as gridded, on the individual student test report. Column "I" is reserved for use by the Arizona Department of Education. Column "J" is reserved for use with students receiving a testing non-standard accommodation. Columns "I" and "J" may not be used for any other purpose.

A code of **"1"** should be entered and the bubble filled in under column "J" if the student has received a non-standard accommodation in **reading**. A code of **"2"** should be entered and the bubble filled in under column "J" if the student has received a non-standard accommodation in **mathematics**. A code of **"3"** should be entered and the bubble filled in under column "J" if the student has received a non-standard accommodation in **writing**. A code of **"4"** should be entered and the bubble filled in under column "J" if the student has received a non-standard accommodation in **reading and mathematics**. A code of **"5"** should be entered and the bubble filled in under column "J" if the student has received a non-standard accommodation in **reading and writing**. A code of **"6"** should be entered and the bubble filled in under column "J" if the student has received a non-standard accommodation in **mathematics and writing**. A code of **"7"** should be entered and the bubble filled in under column "J" if the student has received a non-standard accommodation in **reading, mathematics, and writing**.

For example, if a student's IEP requires the student to receive assistance in computation, grid a code of **"2"** in column "J." To exclude home schooled students from summary data, grid a code of **"8"** in column "J."

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It is very important that the coding for each student be done accurately since these data will be used to determine which of the student's scores will or will not be included in the score summary reports. Willful miscoding of answer documents is a violation of ethical test practice and subject to discipline and/or dismissal.

<u>Bubble Position (Column J)</u>	<u>Content Area(s)</u>
1	Reading
2	Mathematics
3	Writing
4	Reading and Mathematics
5	Reading and Writing
6	Mathematics and Writing
7	Reading, Mathematics, and Writing
8	Home Schooled

OTHER INFORMATION									
A	B	C	D	E	F	G	H	I	J
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Figure 3:  
"OTHER INFORMATION"  
Section

If you have any questions concerning accommodations, please contact:

**Roberta Alley**  
**Arizona Department of Education**  
**Office of Academic Standards and Assessment • (602) 542-5031**

## WORD PROCESSORS, SCRIBES, TAPE RECORDERS, LARGE PRINT, AND BRAILLE TESTS

If the student uses a word processor, tape recorder, scribe, Braille test book and Braillewriter, or a Large Print test book as an adaptation, his or her responses must be transcribed into an answer document for scoring purposes. A member of the school staff must be responsible for transcribing the response exactly as produced by the student. Staff members should not change the spelling or punctuation of the student-produced work. These answer documents should be returned with the rest of the documents for the appropriate school. The student's use of a Braille or Large Print edition of the test must be recorded on the student's answer document in the "OTHER INFORMATION" section.

## TESTING STUDENTS ELIGIBLE FOR ACCOMMODATIONS

### Where to go for Additional Information

The decision to use an accommodation should be made on an individual, case-by-case basis by those who know the student. Selection of an accommodation should be based on the accommodation's appropriateness to the disability and its impact on the student. The Arizona Department of Education's website ([www.ade.az.gov](http://www.ade.az.gov)) contains guidelines for test administration for Special Education students. On the home page of the Arizona Department of Education, follow the following links to find the document: *Testing – AIMS – Administering AIMS – Administration of AIMS and Stanford 9 to Students with Disabilities*.

## **TEST MATERIALS**

### **District/Charter Holder Overages**

Materials will be provided to each district according to the enrollment information provided by the district (plus 10%). Each carton will be clearly marked and numbered in sequence, Box 1 of 5, Box 2 of 5, etc. The packing list will be in Box 1. The materials will be packed by school, for all districts/charter holders.

Form A for Reading/Writing and Mathematics will be used on all test dates.

The District/Charter Holder Test Coordinator will receive a box containing extra materials, in case of shortages in the schools. Schools and districts should break open these packets to provide the exact number of materials needed. Please do not distribute extra materials to schools or test administrators. If schools need more materials than what is supplied in the district overage box, District/Charter Holder Test Coordinators should refer to page 27 of this manual for ordering instructions.

To facilitate distribution, the materials will be packed by school.

### **READING/Writing AND MATHEMATICS PACKAGE**

The reading/writing and mathematics test materials will be distributed to the District/Charter Holder Test Coordinator during the week of October 12–15, 2004. Each Test Coordinator will receive the following materials:

- Packing List;
- *Combination Reading/Writing Test Booklet (Form A);*
- *Combination Reading/Writing Answer Document;*
- *Mathematics Test Booklet (Form A);*
- *Mathematics Answer Document;* and
- *High School Directions for Administering.*

In addition they will receive a Test Coordinator's Kit, which contains:

- Packing List;
- *High School Test Coordinator's Manual;*
- Cover Letter;
- Master File Sheet(s);
- Blue Scoring Service Identification (SSID) Sheet(s);
- Orange shipping labels (scorable materials);
- Green shipping labels (non-scorable materials); and
- Paper bands.

**NOTE: Pre-ID labels will be sent to the Test Coordinator.**



## TEST COORDINATOR'S MANUAL

The following materials are needed for each testing room and are to be provided by the schools:

- supply of No. 2 pencils with erasers for students who do not bring their own;
- pencil sharpener;
- “Testing—Do Not Disturb” sign; and
- dictionaries and thesauri for use on the writing test **ONLY**.

Test booklets carry the copyright of Harcourt Assessment, Inc. and may NOT be photocopied or reproduced for any reason.

### Test Booklets

Grade 11 and 12 students must take any subtest in which they have not achieved *Meets the Standard*.

Although test booklets are secure, and must be returned to Harcourt after testing, students may write in their test booklets. However, only answers indicated on the answer document will be scored.

### Answer Documents

Use only Fall 2004 AIMS answer documents. Documents from other testing programs or from previous AIMS field or pilot testing cycles will not be scored. **Do Not Photocopy Answer Documents.** Districts who photocopy answer documents will be charged for the work needed to manually process students' answers.

The answer documents are machine scorable and a No. 2 pencil must be used. Students must also use a No. 2 pencil on the extended-writing prompt.

There are two (2) answer documents for the AIMS high school administration: Reading/Writing and Mathematics.



**It is important that the following precautions be observed:**

- Instruct test administrators and students not to use correction fluid on the answer documents. If an error is made in answering a question, the student should erase the error and make the correction.
- Do not allow students to use extra paper to answer their extended-writing prompt. Only answers written in the space allotted on the answer document will be scored. Additional pages will not be scored.
- Do not allow students to use pens, crayons, markers, or colored pencils to respond to either their multiple-choice questions or their extended-writing prompt.
- Do not disassemble or pull pages out of the answer document.
- Do not use paper clips, tape, staples, or glue on the answer documents.
- Do not attach removable “sticky” notes to the answer documents.
- Do not photocopy the answer document.

**Manuals**

- *High School Test Coordinator’s Manual*—Each District/Charter Holder Test Coordinator will receive a copy of this manual. This manual outlines the roles and responsibilities of the test coordinators before, during, and after testing. You are critical to the success of AIMS. This manual is designed to provide the information necessary to facilitate the 2004 AIMS Administration. **Use this manual for both the reading/writing and mathematics tests.**
- *High School Directions for Administering*—Each test administrator will receive a copy of this manual. This manual contains instructions for administering the high school reading/writing and mathematics assessments.

# TEST COORDINATOR'S MANUAL

## Completing Identification Information on the Student Answer Documents

Student Answer Documents should have Pre-ID labels attached. If the Pre-ID label is not attached, the identification information on the back cover and inside back cover of the high school answer document **MUST** be completed.

### Inside Back Cover

- “To be Completed by Students” Box – Have students answer questions 1 through 6.

### To Be Completed By School Or District Personnel

- School or District Personnel should fill in all other sections on the inside back cover of the demographics page.

### Back Cover

#### To Be Completed By Students

Demographics Box – Print information clearly

- Student Name (use legal name, not nickname)
- Teacher
- School
- District/Charter
- Gender
- Grade
- Date of Birth

### Grid Boxes

- Last Name, First Name, And MI (middle initial) – Print in the boxes above the name grid and fill in the bubbles to match the letters of the name (left justify).
- Date Of Birth – Grid In Month, Day, And Year. Day must be 2 digits (e.g., third day of the month = 03).
- Gender – Fill in the bubble for Female or Male.

**To Be Completed By District Personnel**

- Class Standing (#13) – Fill in the bubble to indicate the student’s class standing.
- Accommodations (#14) – Select all that apply.
- Content Area (#15) – Select all that apply for students retaking the test.
- Student Number – District option (left justify, if used).
- Other Information – The directions for gridding this section can be found on page 13. This section must be completed by the test administrator or the Test Coordinator after test administration.
- SAIS Number – The student number assigned by the Arizona Department of Education.
- Special Program Membership – Select all that apply.

**Student Number**

This 10-digit number is for district use only. Districts who have assigned identification numbers to students may grid their students’ identification number in this field. Student numbers less than 10 digits in length must be right-justified. District/Charter Holder Test Coordinators are responsible for instructing test administrators in the use of this field and for the accuracy of the number gridded. Harcourt will report this number, as gridded, on the individual student test report.

**SAIS Number**

This number is for ADE and district use. It is essential that this number be gridded. Accurate analysis of student data for accountability will use the SAIS number.

# TEST COORDINATOR'S MANUAL

2004

<b>1</b>	STUDENT NAME	<b>2</b>	TEACHER
<b>3</b>	SCHOOL	<b>4</b>	DISTRICT
<b>5</b>	GENDER	<b>6</b>	GRADE
		<b>7</b>	DATE OF BIRTH

**8**

LAST NAME										FIRST NAME										MI	
[Bubble grid for letters A-Z, 0-9]																					

**9**

DATE OF BIRTH		
MONTH	DAY	YEAR
<input type="radio"/> Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> Jun <input type="radio"/> Jul <input type="radio"/> Aug <input type="radio"/> Sep <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

**10** GENDER

☐ Female  
☐ Male

**13. Class Standing (Select one only.)**

☐ Grade 12, cohort class of 2005  
☐ Grade 11, cohort class of 2006

**14. ACCOMMODATIONS**

CONTENT AREA	STANDARD	NON-STANDARD
Math	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>

**15.**

CONTENT AREA	Retesting HS AIMS	Has already met/ exceeds the HS AIMS Standards
Math	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>

Reminder

School or District Personnel:  
Please ensure completion of  
previous page for every student.

**11**

STUDENT NUMBER									
[Bubble grid for digits 0-9]									

**12**

OTHER INFORMATION									
A	B	C	D	E	F	G	H	I	J
[Bubble grid for digits 0-9]									

**SAIS NUMBER**

[Bubble grid for digits 0-9]									
------------------------------	--	--	--	--	--	--	--	--	--

TPC Reflective Bond™ 63030      2 3 4 5 6 7 8 9 10 11 12 B C D E

Figure 4A: Student Demographic Page

20

**14 To be Completed by Students**

1. Grade Enrolled (Select one only.)	
<input type="radio"/> 3	<input type="radio"/> 10
<input type="radio"/> 5	<input type="radio"/> 11
<input type="radio"/> 8	<input type="radio"/> 12
2. Racial/Ethnic Background (Select one only.)	
<input type="radio"/> White (Not Hispanic)	
<input type="radio"/> Black or African American (Not Hispanic)	
<input type="radio"/> American Indian or Alaskan Native	
<input type="radio"/> Asian or Pacific Islander	
<input type="radio"/> Hispanic or Latino	
<input type="radio"/> Other/Multiracial	
3. Did you start this school year at this school?	
<input type="radio"/> Yes <input type="radio"/> No	
4. Number of Years in the School (Select one only.)	
<input type="radio"/> Less than 1	<input type="radio"/> 4
<input type="radio"/> 1	<input type="radio"/> 5
<input type="radio"/> 2	<input type="radio"/> 6 or more
<input type="radio"/> 3	
5. Number of Years in the District (Select one only.)	
<input type="radio"/> Less than 1	<input type="radio"/> 4
<input type="radio"/> 1	<input type="radio"/> 5
<input type="radio"/> 2	<input type="radio"/> 6 or more
<input type="radio"/> 3	
6. Primary language spoken at home (Select one only.)	
<input type="radio"/> English	<input type="radio"/> Navajo
<input type="radio"/> Spanish	<input type="radio"/> Other

**16 To be Completed by School or District Personnel**

For English Learners and Reclassified Fluent English Proficient students, please answer questions 8-11.

8. Level of English Proficiency (Select one only.)
<input type="radio"/> EL (English Learner)
<input type="radio"/> FEP (Fluent English Proficient)
9. Beginning in Grade 1, number of years classified as identified in Question 8, including the current school year (Select one only.)
<input type="radio"/> 1
<input type="radio"/> 2
<input type="radio"/> 3
<input type="radio"/> 4 or more
<input type="radio"/> Records not available
10. In what type of EL Program is the student enrolled? (Select one only.)
<input type="radio"/> Structured English Immersion
<input type="radio"/> Mainstream English Classroom
<u>Bilingual with Waiver</u>
<input type="radio"/> Waiver 1
<input type="radio"/> Waiver 2
<input type="radio"/> Waiver 3
11. Number of years in the EL Program identified in Question 10, including the current school year (Select one only.)
<input type="radio"/> 1
<input type="radio"/> 2
<input type="radio"/> 3
<input type="radio"/> 4 or more
<input type="radio"/> Records not available

**15 To be Completed by School or District Personnel** **17 To be Completed by School or District Personnel**

7. Special Program Membership (Select all that apply.)
<input type="radio"/> Title I
<input type="radio"/> English Learner Program
<input type="radio"/> 504 Accommodation
<input type="radio"/> Migrant Education
<input type="radio"/> Special Education
<input type="radio"/> Gifted Education
<input type="radio"/> Vocational Education
<input type="radio"/> Home School

12. Disabilities (Select all that apply.)
<input type="radio"/> Autism
<input type="radio"/> Emotional Disability
<input type="radio"/> Hearing Impairment
<input type="radio"/> Mild Mental Retardation
<input type="radio"/> Moderate Mental Retardation
<input type="radio"/> Multiple Disabilities
<input type="radio"/> Multiple Disabilities with Severe Sensory Impairment
<input type="radio"/> Orthopedic Impairment
<input type="radio"/> Other Health Impairments
<input type="radio"/> Severe Mental Retardation
<input type="radio"/> Specific Learning Disability
<input type="radio"/> Speech/Language Impairment
<input type="radio"/> Traumatic Brain Injury
<input type="radio"/> Visual Impairment
<input type="radio"/> Braille
<input type="radio"/> Large Print

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*Figure 4B: Student Demographic Page*

# TEST COORDINATOR'S MANUAL

## Guidance for Answering Additional Questions on AIMS Answer Documents

1. **Grade Enrolled** (Select one only): Indicate the grade in which the student is currently enrolled. Grade level enrolled can differ from cohort group.
2. **Racial/Ethnic Background** (Select one only): Indicate the racial or ethnic background of the student.
  - White (Not Hispanic): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
  - Black or African American (Not Hispanic): A person having origins in any of the black racial groups of Africa.
  - American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
  - Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
  - Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin, regardless of race.
3. **Did you start the school year at this school?** Indicate whether the student began the school year (or within the first 2 weeks of the start date) at their current school.
4. **Number of Years in the School** (Select one only): Indicate the number of consecutive years that a student has been attending this school, counting the current school year. For example, for a student who began this school year at this school, but was not enrolled in this school last academic year, select bubble "1." For a student who first enrolled in the school halfway through this school year, select bubble "Less than 1."
5. **Number of Years in the District** (Select one only): Indicate the number of consecutive years that a student has been attending this school district, counting the current school year. For example, for a student who began this school year in this district, but was not enrolled in this district last academic year, select bubble "1." For a student who moved into the district halfway through this school year, select bubble "Less than 1."
6. **Primary language spoken at home** (Select one only): Indicate the primary language spoken at home. This may or may not be the student's dominant language.
7. **Special Program Membership** (Select all that apply): Indicate any educational programs in which a student currently participates. School or district personnel should complete this section of the answer document after the student has finished the test.
  - Title I – Students to be included in this area are eligible to receive Title I services and are currently receiving such services at a selected Title I school.
  - English Learner Program – Students to be included in this area have been previously identified as those students who have insufficient English to succeed in English-only classrooms. They are developing proficiency in English.

504 Accommodation – Students to be included in this area have been previously identified in accord with the provisions in Section 504 of the Rehabilitation Act of 1973. Such students may be further identified as those with an active 504 plan that states allowable educational accommodations. Students covered by a 504 accommodation plan are not eligible for non-standard accommodations to the test. They are eligible to receive accommodations as determined by the IEP team.

Migrant Education – Students to be included in this area are between the ages of 3 and 21 and have moved within the last 36 months for the purpose of obtaining agricultural employment.

Special Education – Students to be included in this area have been previously identified in accord with federal, state, and district guidelines and procedures. Such students have an Individualized Education Plan (IEP) and are currently receiving services as stated in their IEP to accommodate their disability.

Gifted Education – Students to be included in this area have been previously identified in accord with district procedures as eligible for services offered to gifted and talented students. They may or may not be receiving such services.

Vocational Education (AKA Career and Technology Education) – Students to be included in this have been, or are currently enrolled in, two or more career preparation classes. This includes career preparation for agricultural sciences, business, hospitality, marketing, foods, child care, health occupations, or trade and technology sciences.

Home School – This bubble must be filled in if students testing at your school are home schooled.

Questions 8–11 apply only to English learners. The school or district personnel most familiar with a student's English learner status and instructional program should grid in the following information:

**8. Level of English Proficiency (Select one only):**

EL (English Learner) – Students whose first language is not English and who are in the process of learning English. The student is not currently able to perform ordinary classroom work in English.

FEP (Fluent English Proficient) – An English learner who has met the requirements needed to exit from an English Learner Program.

**9. Number of years classified as identified in Question 8, including the current school year (Select one only):** Indicate the number of consecutive years that a student has been classified, in any school in your district, as EL or FEP (depending on the answer to question 8). Include the current school year.



# TEST COORDINATOR'S MANUAL

## 10. In what type of EL Program is the student enrolled? (Select one only):

Structured English Immersion (or Sheltered English Immersion) – This is an English language acquisition process for young children in which nearly all classroom instruction is in English but the curriculum and presentation are designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and mathematics subject matter are taught in English. Teachers may use a minimal amount of the child's native language when necessary, but no subject matter is taught in any language other than English. Children in this program learn to read and write solely in English.

Mainstream English Classroom – A classroom in which the students are either native English language speakers or already have acquired reasonable fluency in English.

Bilingual with Waiver – For students who have a waiver from the requirements of A.R.S. § 15-752, under A.R.S. § 15-753, indicate the program type which best describes the bilingual program in which the student is enrolled.

**Waiver 1: My child already knows English.** The child already possesses good English language skills, as measured by oral evaluation or standardized test of English vocabulary comprehension, reading, and writing in which the child scores approximately at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower.

**Waiver 2: My child is 10 years or older.** It is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills as documented by the analysis of individual student needs.

**Waiver 3: My child has special individual needs.** The student already has been placed for a period of not less than 30 calendar days during this school year in an English language classroom. It is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the student's lack of English proficiency, that an alternate course of educational study would be better suited to the student's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific student must be provided and permanently added to the student's official school records and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools.

## 11. Number of years in the EL Program identified in Question 10, including the current school year (Select one only):

Indicate the number of consecutive years that a student has been in the EL Program identified in Question 10. Include the current year. It is likely that the answer for most students will be "1" year or "2" years.

## 12. Disabilities: Please select all that apply.



**RECEIVING TEST MATERIALS**

---

All testing materials for traditional schools will be packaged by school and shipped from Harcourt Assessment, Inc. to the District/Charter Holder Test Coordinator. Test materials for charter schools will be packaged by school site and shipped directly to each District/Charter Holder. District/Charter Holder Test Coordinators are then responsible for getting materials to individual schools. Materials will be shipped in specially designed boxes called “dual-purpose cartons.” The strong and durable cartons have inner and outer flaps designed to be easily used for both receiving and shipping materials, depending upon which set of flaps is on the outside (see Packing Scorable on page 35).

**Shipment and Arrival Schedule**

The materials shipment will arrive between October 12–15. The quantity of each item sent will be indicated on the packing list included with the shipment, as shown on the next page.

# TEST COORDINATOR'S MANUAL

**Harcourt**  
**Educational Measurement**

19500 Bulverde Rd  
San Antonio, Texas 78259-3701

A Harcourt Assessment Company

S > Any Person <  
H > Test Coordinator <  
I > I812 Green <  
P > <  
> Anytown AZ <  
T > 12345 <  
O > (123) 456-7890 <

Arizona AIMS

\*\*\*\*\*  
\* Dear Test Coordinator \*  
\* Please inspect the contents of this \*  
\* shipment of test materials. If there \*  
\* is a discrepancy or shortage of any \*  
\* item listed, or if there is any other \*  
\* problem, please contact your \*  
\* HEM Program Coordinator, Barbara \*  
\* Dillard or Carol Strickler at \*  
\* 1-800-800-8305 ext. 5645 or 5620. \*  
\*\*\*\*\*


Order Date: 08/01/02      PL: 034593-00022244-8      Page: 1

3-2

Title Code	Grade	Description	Pick Loc	Number Pkgs	Pack Size	Total Items	Carton Id #
87-654321	10	AIM03 HS Admin Manual	12	71	1	71	
23-456789	10	High Schl Writing Spiraled Pkg	9	117	10	1170	
35-467890	10	AIM03 HS Writing AD Pkg	10	117	10	1170	
-----							
		Test Coordinator Kit		1	1	1	
		AIMS Cover Letter		1	1	1	
		Master File Sheet		71	1	71	
		SSID Preprinted		8	10	80	
		Paper Bands		11	1	11	
		UPS 2Day Air Label Set		11	1	11	
		Orange Return Label		11	1	11	
		Green Return Label		11	1	11	

District: 1799999      ANY SCHOOL USD  
Building: 179999901      ANY SCHOOL #1

0000040649  
Date Shipped: \_\_\_\_/\_\_\_\_/\_\_\_\_



PI: \_\_\_\_ CH: \_\_\_\_ PA: \_\_\_\_  
Number of Cartons: \_\_\_\_  
VIA: \_\_\_\_ Weight: \_\_\_\_  
Transportation Cost: \$ \_\_\_\_


  
034593-00022244-8

Figure 5: Sample Packing List

## **INVENTORYING TEST MATERIALS**

District/Charter Holder Test Coordinators should immediately inventory all materials received using the following checklist:

- ☐ 1) Open Box 1. Examine the packing list to determine the total number of cartons in the entire shipment.
- ☐ 2) Count the total number of boxes received and compare it to the number of boxes shipped. If, by October 15, 2004, the total number of boxes indicated as shipped have not been received, call Harcourt Assessment, Inc. **immediately** at (800) 800-8305, extension 5645 or 5620.
- ☐ 3) Inventory the contents of the shipment by comparing the quantities indicated on the packing list with an actual count of the materials contained in the shipment.
- ☐ 4) Verify the materials received in each District shipment against the packing list for your District. Check the quantities received against the materials actually necessary for testing in each school and make an item-by-item note of any discrepancies which may exist in each District shipment. Once all shortages have been noted for every school, calculate the district-wide shortage. **To report any discrepancies or if additional items are needed, call Harcourt Assessment, Inc. at (800) 800-8305, extension 5645 or 5620, on or before October 19, 2004. Please note that order adjustments cannot be shipped on an item-by-school basis. Only district-wide adjustments will be shipped. Additional orders requested after October 19, 2004, may not be received in time for testing to begin promptly. Any expedited overnight shipping will be at the expense of the District/Charter Holder and will require a purchase order.**
- ☐ 5) Districts should retain the dual-purpose cartons in which materials are shipped. These cartons should be used to return answer documents to the Scoring Center.

## **PROCEDURES DURING TEST ADMINISTRATION**

### **Distributing Test Booklets and Answer Documents to Students**

Distribute a test booklet and answer document to each student. Verify that only test form A is being used.

Explain the format of the answer document to students. Remind students of the following:

- fill in bubbles completely;
- do not make stray marks on the answer document;
- make clean and thorough erasures to ensure correct scoring;
- carefully follow item numbers; and
- avoid double-marking in the same row.

# TEST COORDINATOR'S MANUAL

Calculators may NOT be used on any portion of AIMS, except as noted in the Non-Standard Accommodations Section of this manual (see page 12).

## Monitoring During the Test

During the test, administrators should monitor the assessment process by moving unobtrusively about the room. It is difficult to observe the testing in progress if one merely sits in front of the room. When moving about the room, test administrators should check that students are working on the correct page, are turning pages when necessary, are marking answers properly, and are not spending too much time on any one item. It is often helpful to have a second person in the room to assist in the test administration and monitoring.

Have extra pencils and erasers available in an accessible place. Use of scratch paper is prohibited. It is a violation of test security. Students are to do all of their work in the test booklet. However, only answers marked on the answer documents will be scored.

## PROCEDURES FOLLOWING TEST ADMINISTRATION

---

### Inspecting Answer Documents

After testing, check each answer document to ensure that all of the following has been done.

1. The appropriate levels have been administered (see Figure 1 on page 7).
2. The student's marks have been made with a black (No. 2) lead pencil. (Light marks and marks made with a colored pencil, ink, or felt-tip pen cannot be properly scored. These should be marked over with a No. 2 pencil.)
3. The student's name has been recorded in both the print field box and printed and coded in the grid field. (Make sure only one bubble is filled in each of the columns provided.)  
**OR** the student's name has been recorded in the print field box and a Pre-ID label has been affixed to the proper spot.
4. All erasures are complete and neat.
5. The Test Administrator or Test Coordinator has coded proper areas on the answer documents including the information requested in the "OTHER INFORMATION" section. (See the illustrations on page 14.)

### Organizing Answer Documents After Testing

Arrange the answer documents so the page with the name grid is facing up and the margin containing the black horizontal bars is on the left. All answer documents are to be placed in classroom or grade-level stacks with a completed blue Scoring Service Identification (SSID) Sheet on top of each grade/class. The SSID Sheet must be completed. Instructions for doing this are on page 30 of this manual.

Place a paper band provided around each grade/class stack. (A paper band is a long piece of paper wrapped around the tests and fastened to itself with tape.) Do not bind answer documents with clips or rubber bands, as this will damage answer document edges. The answer documents need not be alphabetized, as this will be done automatically by the computer.

All test materials must be picked up from the District/Charter Holder Test Coordinator. Dates for the pick-up of all test materials are:

**October 26–28 Administration — November 1–3**  
**November 2–4 Administration — November 5–8**

The packaging order of SSID sheets and answer documents is critical. The **blue** Scoring Service Identification Sheet (SSID) for each class or grade should be on top of the stack of answer documents for that group **within** the paper band. If there are two or more schools in your district, group the banded stacks of answer documents together by school, making sure that the highest grade is at the bottom of each school stack and that the lowest grade is at the top of each stack. (See Figure 6 on page 31.)

### **Scoring Service Identification (SSID) Sheets**

Preprinted and blank **blue** SSID Sheets have been provided in the Test Coordinator's Kit. If the information on the preprinted sheet contains errors, do not alter it. Instead, fill out all pertinent information on a blank form. The test administrators must complete an SSID Sheet for each group's documents. Instructions for completing the SSID Sheet are provided on page 30 of this manual.

If you are completing blank SSID Sheets for **new** buildings, be sure to match the school name exactly as it is printed on the Master File Sheet. It is important that all the necessary information be printed and gridded on this sheet. SSID Sheets are scannable documents; **photocopies are not acceptable for Scoring Center use**. If additional sheets are needed, contact Harcourt Assessment, Inc. at (800) 800-8305, extension 5645 or 5620. (Test Administrators who need additional copies should contact their Test Coordinator.)

# TEST COORDINATOR'S MANUAL

## Instructions for Completing the Scoring Service Identification Sheet

### SIDE 1

Print the information requested in the box located in the upper, right-hand corner.

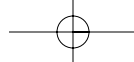
<b>A. SYSTEM</b>	Print your district (preprinted).
<b>B. CITY</b>	Print your city (preprinted).
<b>C. STATE</b>	Print Arizona or AZ (preprinted).
<b>D. SCHOOL</b>	Print the name of the school as it is to appear on the Score Reports, plus the school code (preprinted).
<b>E. GRADE</b>	Print the grade tested.
<b>F. TEST DATE(S)</b>	If not preprinted, print the complete date testing began.
<b>G. TEACHER, COUNSELOR OR GROUP</b>	Print the appropriate name.
<b>H. GRADE</b>	Grid in the bubble for the grade tested.
<b>I. OTIS-LENNON SEPARATE DOCUMENTS TAKEN YES/NO</b>	Leave blank.
<b>J. NUMBER OF DOCUMENTS</b>	Complete with the number of <i>answer documents</i> (right justify).
<b>K. SCHOOL NAME</b>	Print the name of the school as it is to appear on the Score Reports in the blocks and mark the appropriate bubbles for the school name (preprinted).
<b>L. SCHOOL/BUILDING ENTITY CODE</b>	Obtain the school code number from the Master File Sheet; print and grid it in the school code section if it is not already preprinted. (See page 34.)
<b>M. CALCULATOR NORMS</b>	Leave blank.

### SIDE 2

Complete Side 2 for organization of answer documents by classroom.

- N.** If you are using this side, please mark in this circle.
- O.** Print in the boxes and fill in the appropriate bubbles below for the teacher, counselor, or group name.
- DO NOT** grid the section titled "GROUP CODE."





# FALL 2004

SIDE 1



**Harcourt**  
Educational Measurement

A Harcourt Assessment Company

## SCORING SERVICE IDENTIFICATION SHEET

FOR USE WITH NCS DOCUMENTS  
UNDER DOC. NO. 5-1-2001.

**THE SPECIFIC DIRECTIONS FOR THE USE OF THIS SHEET ARE GIVEN IN THE MATERIALS PROVIDED FOR THE TEST OR SURVEY BEING ADMINISTERED. PLEASE READ THEM.**



**PLEASE SUPPLY THE FOLLOWING INFORMATION:**

**A** SYSTEM \_\_\_\_\_

**B** CITY \_\_\_\_\_ **C** STATE \_\_\_\_\_

**D** SCHOOL \_\_\_\_\_

**E** GRADE \_\_\_\_\_ TEST DATE(S) \_\_\_\_\_  
IF APPLICABLE

**G** **TEACHER, COUNSELOR OR GROUP** \_\_\_\_\_  
IF DOCUMENTS BEING GROUPED WITHIN SCHOOL

**K** SCHOOL NAME

PRINT THE SCHOOL NAME IN THE ROW OF BOXES, ABBREVIATING IF NECESSARY TO FIT THE TWENTY SPACES; THEN MARK THE CORRESPONDING CIRCLE BELOW EACH BOX.

[illegible]

**1** **NUMBER OF DOCUMENTS**

PRINT ONE NUMERAL PER BOX, RIGHT JUSTIFIED (e.g., 0032); THEN MARK THE CORRESPONDING CIRCLES.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

[illegible]

**Calculator**

☐ YES

☐ NO

[illegible]

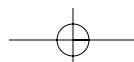
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TPC Reflective Bond™ 0927-106

17 18 19 20 21 22 23 24 25 A B C D E

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Figure 6: Scoring Service Identification (SSID) Sheet, Side 1



# TEST COORDINATOR'S MANUAL

SIDE 2

**IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE.**

**FOR SCORING CENTER USE**

[illegible]

TEACHER, COUNSELOR, OR GROUP NAME

PRINT THE NAME IN THE BOXES, JUST AS YOU WANT IT TO APPEAR ON THE REPORTS; THEN MARK THE CORRESPONDING CIRCLES.

[illegible]

**GROUP CODE** (optional)

[illegible]

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9780154999740

Figure 7: Scoring Service Identification (SSID) Sheet, Side 2



## **Verifying Scoring Service Identification Sheets**

The District/Charter Holder Test Coordinator will verify that each test administrator has completed a Scoring Service Identification Sheet for each classroom. Please make sure that both sides are completed and that the proper school code number is gridded in the area marked "SCHOOL CODE."

## **Completing the Master File Sheet**

Information you enter on this sheet will be used at the Scoring Center to verify that your district's entire return shipment of scorable materials for high school have been received. **Please ensure that an accurate accounting of all documents has been completed.**

The Master File Sheet is provided in the *AIMS High School Test Coordinator's Kit*. This very important document is your scorable materials pack list to Harcourt Assessment, Inc.

To complete the Master File Sheet you must:

- add any school(s) not listed, including the Building Entity code number;
- indicate school name changes. Print the name exactly as gridded on the SSID Sheet the way you want the name to appear on the score reports—limited to twenty (20) character spaces;
- delete schools that no longer exist or that did not participate in AIMS
- report "Number of Groups" to represent number of classrooms to be scored. If scores are to be reported by grade, the number of Groups will be "1" per grade;
- enter the total number of documents returned by each school by grade in the "Number of Documents" column; and
- enter "0" in both columns if no students were tested in a grade.

Retain a photocopy of the completed Master File Sheet(s) for your records. **When you have finished packing your answer documents and test booklets, the completed Master File Sheet must be placed on top of all materials in Box 1.**

# TEST COORDINATOR'S MANUAL



Harcourt Educational Measurement

## AIMS High School Reading/Writing Master File Sheet

Page 1

District: ANY SCHOOL USD  
 Code: 1234567  
 Contact: TEST COORDINATOR  
 Address: OVER THE RAINBOW DRIVE

PHOENIX AZ 85001  
 Telephone: (123) 456-7890

Building Number	Building Name	Grade	Number of Groups	Number of Documents
1234567890	MY SCHOOL	10	_____	_____
		11	_____	_____
		12	_____	_____
0123456789	YOUR SCHOOL	10	_____	_____
		11	_____	_____
		12	_____	_____

TOTALS: \_\_\_\_\_

For Scoring Center Use	Receiving Number	Order Number 123123123	Date Received
	Testing Program AIMW4	Est N-Count	

Figure 8: Master File Sheet

**Packing Scorable (used answer documents)**

The answer documents should be packed by school, in the same order they are listed on the *Master File Sheet*. In other words, the first school listed should be at the top of the first box. (See Figure 9 on page 36.)

When the District/Charter Holder Test Coordinator receives all the used answer documents from the participating schools, the materials may be consolidated in one or more of the dual-purpose cartons. They may then be returned to the Harcourt Assessment Scoring Center by simply folding the inside flaps to the outside, applying tape, and attaching the orange return label on the top of each carton.

Use the dual-purpose cartons or ones in which the answer documents will not shift. Any empty spaces should be filled with crumpled paper. Do not use shredded paper or foam "peanuts." Label the boxes using the bright orange *Arizona AIMS Program Label* supplied. Complete all return address information in the upper, left-hand corner of the label. If several boxes are necessary, label them serially. For example, a shipment of three boxes would be labeled, "Box 1 of 3, Box 2 of 3, Box 3 of 3."

**Assembly of Test Materials**

Each school must organize the answer documents by class grouping, secure the documents with a paper band, and return them to the Test Coordinator. The scheduling of this activity is important in order to meet the materials pick-up due dates. Test Coordinators should work closely with the test administrator(s) so that materials are returned from the schools in a timely manner.

**Test Coordinators should:**

- separate completed answer documents from other materials;
- check the test booklets to ensure that used answer documents have not been left inside; and
- assemble answer documents as instructed on the following page.

# TEST COORDINATOR'S MANUAL

## DISTRICT/CHARTER HOLDER TEST COORDINATOR INSTRUCTIONS FOR THE ASSEMBLY OF AIMS TESTING MATERIALS FOR RETURN TO THE HARCOURT SCORING CENTER

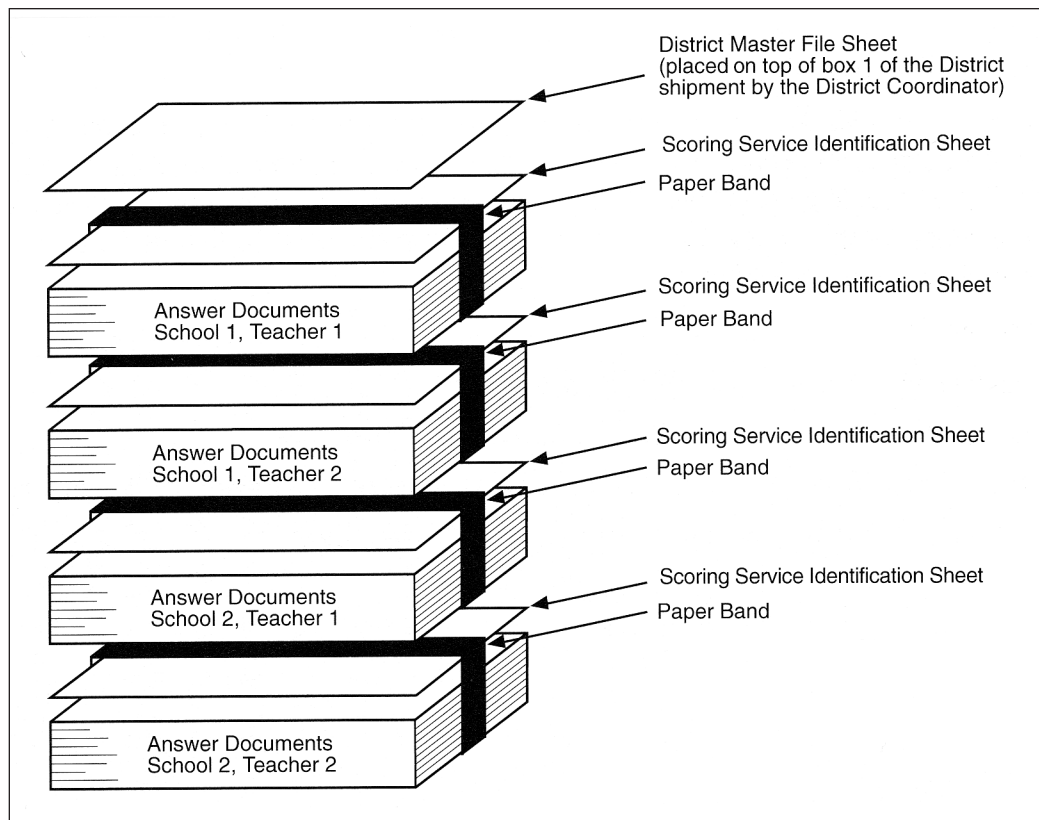


Figure 9: Packing Procedures

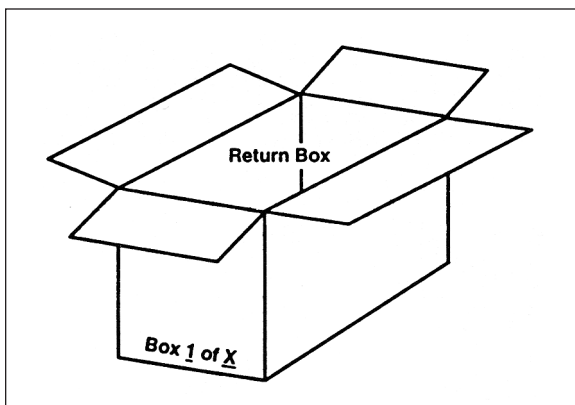


Figure 10: Materials Receipt and Answer Document Return Cartons

**Pack the SCORABLE and NON-SCORABLE materials into separate boxes (provided).**

For each box of **SCORABLE** materials, complete an **ORANGE** return label, with your district name, address and indicate "Box \_\_\_ of \_\_\_."

For **NON-SCORABLE** materials (test booklets and unused answer documents), use a **GREEN** return label with your district name, address and indicate "Box \_\_\_ of \_\_\_."

**SHIPPING OF MATERIALS TO THE HARCOURT SCORING CENTER**

Harcourt Assessment, Inc. has contracted with Eagle Global Logistics (EGL) for the return of test materials to the Harcourt warehouse.

EGL has been provided a list of districts/charter holders and contact names. You will be contacted by EGL to arrange a time between 8:00 a.m. and 4:00 p.m. for pick up of AIMS test materials. You will be asked for the number of boxes to be picked up that contain scorable documents as well as the number of boxes containing non-scorable materials. EGL will schedule a date and approximate time the driver will arrive. If EGL has not contacted you by the dates listed below for the various testing periods, please contact EGL to arrange a time. Be sure that all boxes are ready for pick up when EGL arrives at your district. The EGL representative will confirm with you the number of boxes during pick up.

The toll-free number to contact EAGLE is: **(800) 470-0755**.

The driver will arrive with a pre-printed air bill for you to check for accuracy and sign. One copy will be given to you for your records.

- If your school closes before 5:00 p.m., be sure to instruct EAGLE to arrive prior to 3:00 p.m.

Before the EAGLE driver arrives, double check the following:

- Has an **ORANGE** return label been completed and affixed to the top of each carton containing **SCORABLE** answer documents?
- Has a **GREEN** return label been completed and affixed to the top of each carton containing all non-scorables (test booklets, unused answer documents)?

If you have not already heard from EAGLE, contact them directly no later than:

**October 26–28 Administration — October 26, 2004**  
**November 2–4 Administration — November 2, 2004**

To be picked up by EAGLE no later than:

**October 26–28 Administration — November 3, 2004**  
**November 2–4 Administration — November 8, 2004**

For delivery to the Harcourt Scoring Center no later than:

**October 26–28 Administration — November 5, 2004**  
**November 2–4 Administration — November 10, 2004**

# TEST COORDINATOR'S MANUAL

RETURN ADDRESS			<b>ARIZONA AIMS</b>
School Name _____			
Street Address _____			
City _____	AZ State _____	Zip _____	
District Name _____			

**Harcourt Educational Measurement  
Scoring Center  
19500 Bulverde Road  
San Antonio, TX 78259**

Grade(s): 3 5 8 10	<b>999-8090-50-4</b>
Box: _____ of _____	

*Figure 11: Orange Return Label for Scorable Materials*

**ARIZONA**

**AIMS (NONSCORABLE) TEST MATERIALS**

☐ Grade 3 — Reading, Writing, and Mathematics

☐ Grade 5 — Reading, Writing, and Mathematics

☐ Grade 8 — Reading, Writing, and Mathematics

☐ Grade 10 — Reading, Writing, and Mathematics

**999-8090-09-1**

*Figure 12: Green Return Label for Non-scorable Materials*

**FALL 2004****TEST SECURITY AFFIDAVIT FORM**

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Page 40 of this manual contains the *AIMS High School Test Security Affidavit Form* that must be sent to the Arizona Department of Education. Complete the information requested including the date and time that the books were picked up from your district. This form must be faxed or mailed to ADE the day the pick-up of test booklets and answer documents takes place.

Forms should be sent to the attention of:

**Roberta Alley  
Arizona Department of Education  
1535 West Jefferson/Bin #6  
Phoenix, AZ 85007**

Or fax: (602) 542-5467

# TEST COORDINATOR'S MANUAL

## ARIZONA'S INSTRUMENT TO MEASURE STANDARDS (AIMS) HIGH SCHOOL TEST SECURITY AFFIDAVIT

Complete this form and **fax a copy to Carol Strickler, Harcourt Assessment, Inc. (800) 500-8865**. A copy should be sent by mail to **Roberta Alley, Arizona Department of Education, 1535 W. Jefferson Street, Bin #6, Phoenix, AZ 85007** or by fax to **(602) 542-5467**. Keep the original in your files.

**Total number of test booklets received**

\_\_\_\_\_

Total number of test booklets received  
and distributed to classrooms

\_\_\_\_\_

Total number of test booklets collected and  
returned to Harcourt Assessment, Inc.

\_\_\_\_\_

Date of EAGLE pick-up

\_\_\_\_\_

Time of EAGLE pick-up

\_\_\_\_\_

EAGLE Tracking Numbers:

\_\_\_\_\_

**I certify that:** No test booklets were reproduced and all test booklets that have been issued to my school district/charter school have been accounted for and returned to Harcourt Assessment, Inc.

\_\_\_\_\_  
District/Charter School Name

\_\_\_\_\_  
Entity Number

\_\_\_\_\_  
District/Charter School Authorized Signature

\_\_\_\_\_  
Date



**FALL 2004**

# ARIZONA'S INSTRUMENT TO MEASURE STANDARDS (AIMS)

## HIGH SCHOOL SCORABLE MATERIALS TRACKING INFORMATION

Complete this form and fax one (1) copy to Carol Strickler, Harcourt Assessment, Inc. (800) 500-8865. **Keep the original in your files.**

Total number of boxes shipped to \_\_\_\_\_  
Harcourt Assessment, Inc.

Date of EAGLE pick-up \_\_\_\_\_

Time of EAGLE pick-up \_\_\_\_\_

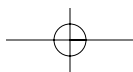
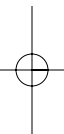
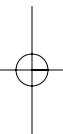
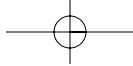
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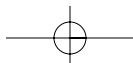
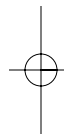
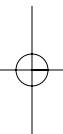
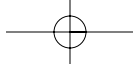
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District/Charter School Name

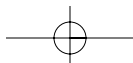
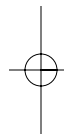
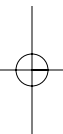
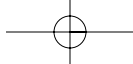
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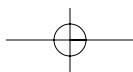
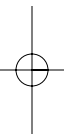
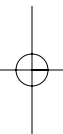
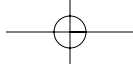
\_\_\_\_\_  
District/Charter School Authorized Signature

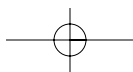
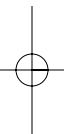
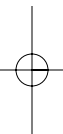
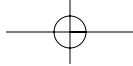
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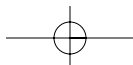
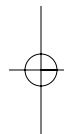
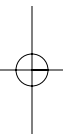
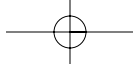














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